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ABSTRACT

A study of selected formal examination syllabi used in Great Britain revealed that the examining boards for the Certificate in Secondary Education and the General Certificate of Education have incorporated little material that would give students an understanding of international issues. Syllabi for the International Bacalaureate do contain more such material. The subjects considered were geography, history, religious studies, language and literature, social sciences, general studies, other humanities, business studies and government, arts and crafts, mathematics, science, and technical subjects. Only in geography did significant amounts of material address international concerns. Even when an international dimension exists, the syllabi rarely give guidance on the interpretation or approach to be adopted. The examination papers also demonstrate that examiners are frequently seeking factual knowledge and interpretation rather than responses to and understanding of international issues. From the examiner's reports, it also appears that the international options and syllabi are not the most popular, and on open papers the international questions are chosen less often by the candidates. (IS)

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EDUCATION FOR INTERNATIONAL UNDERSTANDING IN THE UNITED KINGDOM:

A STUDY OF THE SYLLABUSES OF THE G.C.E AND C.S.E. EXAMINATION BOARDS TO ASSESS THEIR INTERNATIONAL CONTENT

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PREFACE

Brian Chalkley was awarded a SOAS Teacher Fellowship in the Spring Term, 1979, in order to begin a study which attempted to assess the international dimension of GCE and CSE Examination Syllabuses. A preliminary survey was completed in 1979 and the present survey represents a complete revision and updating of the original draft. It also represents a considerable investment of time and energy by Mr Chalkley but one which has resulted in a study which all those concerned to introduce and extend Education for International Understanding should find of value. As Brian Chalkley indicates in his introduction, the timing of this survey is particularly useful wher GCE and CSE Boards have established joint working parties with a view to revising examination syllabuses at 16+ and 18+.

E O'Connor
Organizer of Extramural Studies
School of Oriental and African Studies
June, 1981.

ABBREVIATIONS USED

EIU	-	Education for International Understanding
CSE	-	Certificate in Secondary Education
GCE	-	General Certificate of Education
O	-	Ordinary level GCE or Ordinary grade (Scotland)
O(A)	-	Ordinary (Alternative) level GCE
H	-	Higher grade (Scotland)
CSYS	-	Certificate in Sixth Year Studies (Scotland)
A	-	Advanced level GCE
AEB	-	Associated Examining Board
CAM	-	University of Cambridge Local Examination Syndicate
JMB	-	Joint Matriculation Board
LON	-	University of London Schools Examination Council
OX	-	Oxford Local Examinations
OXCAM	-	Oxford and Cambridge Schools Examination Board
SUJ	-	Southern Universities Joint Board for School Examinations
NI	-	Northern Ireland GCE Examination Board
SCO	-	Scottish Certificate of Education Examination Board
WEL	-	Welsh Joint Education Committee (GCE and CSE)
ALS	-	Associated Lancashire Schools Examination Board
EAN	-	East Anglian Examinations Board
EMR	-	East Midlands Regional Examinations Board
MDS	-	Middlesex Regional Examination Board
MET	-	Metropolitan Regional Examinations Board
NOR	-	Northern Regional Examinations Board
NWR	-	North Western Regional Examinations Board
SER	-	South Eastern Regional Examinations Board
SOU	-	Southern Regional Examinations Board
SWE	-	South Western Examinations Board
WME	-	West Midlands Examinations Board
WYL	-	West Yorkshire and Lindsey Regional Examinations Board
YOR	-	Yorkshire Regional Examinations Board
IB	-	International Baccalaureate

INTRODUCTION

Education has been described as "what is left after one has forgotten most of what one was taught". This may seem a negative definition but it makes the point that education is much more than a formal system of examinations. Rather it is a lifelong process which includes attitudes and values as well as knowledge.

Similarly, Education for International Understanding is not confined to the formal education system but is also concerned with the whole process of informal education across the widest possible age range and including, for example, the impact of the media. It is not just about facts but is also about attitudes, values and judgements.

International Understanding is a difficult phrase to interpret. For education to be international, it must in some way relate to other cultures, peoples, and religions, and to political, economic, and social systems no matter where they are found. It would therefore include the study of relationships between different cultures within a nation or state as well as "inter-nation" and world based studies. Moreover, the gaining of factual knowledge itself although essential for understanding does not necessarily lead to it and again the problem of values arises. It can be argued that understanding should include the necessity for tolerance, i.e. for acceptance of the rights of others to develop cultures, practise religions, and adopt political, economic, and social systems other than one's own.

Education for International Understanding could therefore be said to be "formal and informal processes whereby individuals gain knowledge of other cultures, peoples, and religions, and of political, economic, and social systems in addition to their own, together with an understanding of the reasons for their development and adoption". This of course is a very broad definition and one with which many might disagree.

This study is concerned with a small part of the definition, i.e. the formal examination syllabuses of the GCE and CSE Examination Boards and is an attempt to evaluate the extent to which syllabus content related to the international dimension is likely to be a part of the formal school curriculum. It includes a study of all the Mode I syllabuses, the examination papers of certain boards, and Examiners' Reports. The analysis of question papers evaluates the interpretation and emphasis given by the examiner to any international dimension in a syllabus and the reports allow an assessment to be made of the students response to this type of question.

Despite taking a broad definition of EIU it is still questionable as to what part of any syllabus is related to it, and a very broad and personal interpretation has been adopted. Similarly, the syllabuses, although usually clearly revealing the factual content required, do not always focus so clearly on the attitude towards or interpretation of the material which is expected. This interpretation factor is therefore often at the discretion of the individual teacher.

It is also apparent that any new emphasis or totally new content material can only be incorporated into a syllabus at the expense of some other material, for there is very little, if any, time within the timetable

of most schools to add anything extra. Traditional subject areas are bound to dominate the timetable for that is where resources will have been developed and where a need will have been demonstrated. A lack of an international dimension within a syllabus may not reflect a lack of enthusiasm but rather a lack of resources and of teachers trained in the appropriate areas.

A case could be made out for introducing EIU as a separate subject. If it is felt, however, that all students should be aware of matters which fall within the concept of EIU then any attempt to introduce it as a separate subject, examinable or not, will inevitably lead to many students and schools not selecting it for study. Thus, the argument for incorporating an international dimension into existing syllabuses is stronger even though it does not preclude the possibility of EIU as a separate subject as well.

In the light of current discussions on education at 16+ and the fact that GCE and CSE boards have set up joint working parties to devise common syllabuses, any introduction of an international dimension into existing subjects or on a separate subject in the next few years will prove to be extremely difficult. Consequently this is a time when advocates of an international dimension in the curriculum should be bringing maximum pressure and influence on the examining boards so that the new joint syllabuses adequately reflect this international dimension.

THE SYLLABUSES AND QUESTION PAPERS

Introduction

The nine GCE boards offer between 65 and 165 subjects each at various levels, totalling over 1,000 subject syllabuses, but if one notes the number of options within each syllabus there are at least 5,000 different GCE syllabuses from which centres and students select. SCO offer about 70 different syllabuses, many with options.

In addition, the 14 CSE boards offer 30-40 subjects each at Mode I each of which usually has options, thus totalling some 500 syllabuses and 2,500 options.

There are therefore some 8,000 Mode I syllabuses available at GCE and CSE level. At Modes 2 and 3, SER have 700 syllabuses and if this is average there must be some 10,000 CSE Mode 2 and 3 syllabuses, and some of these will have options. In fact this figure of 700 may be low. Although ALS have only about 600 Mode 3 syllabuses, WYL claim that "well over 4,000 syllabuses were examined" at this level. In total, therefore, our students are studying from up to 18,000 different options available at different levels and from different boards. Many of these syllabuses will be very similar and all can be classified into ten or so broad areas.

It has not been possible in this study to include CSE Mode 2 and 3 syllabuses, partly due to the sheer weight of numbers and the time available, but also to the fact that the syllabuses are the property of the schools concerned and are not published by the CSE boards, although two boards ALS and SER did provide a list of Mode 3 syllabus titles which revealed that undoubtedly much work of a relevant nature is undertaken during a study of some of these syllabuses.

There are several subjects at various levels where students undertake studies in depth or project work and the amount of this individual work which may be related to EIU is difficult to assess. Similarly, nearly all the CSYS from SCO include a dissertation as part of the course. This presents candidates with an opportunity to investigate a subject in the broad area of EIU if they so wish.

With anything from six to 30 or more questions in each of the 8,000 syllabus options analyzed, the number of examination questions available must be around 100,000. In the light of this the full set of examination papers from selected boards only were examined. These were AEB and OXCAM GCE Boards and NWR and WYL of the CSE boards. These four boards were chosen following a preliminary examination of the syllabuses of all the boards which revealed that certain boards had a wider international dimension than others and warranted closer examination. Thus, AEB and WYL seemed from the syllabuses to offer several relevant syllabuses, whilst OXCAM and NWR are more typical examples.

Certain subjects are more likely to include a dimension which falls within our definition than are others; Geography, History, Religious Studies, and the Social Sciences are examples. One might look with some expectation at the broad area of the arts but with less expectation at Science and Technical subjects.

For convenience, subjects are treated separately or in groups. The IB is treated individually because of its very different structure. General

comments are made under the various subject headings. These are in some detail with the GCE syllabuses, but where CSE syllabuses are similar to the GCE syllabuses only a general comment to that effect is made.

GEOGRAPHY

Perhaps of all subjects Geography is the one where candidates are almost certain to learn something about countries other than Britain. All nine GCE boards offer Geography at both O and A level, and in addition two have an O(A) syllabus. SCO offer Geography at O, H, and CSYS.

As one would expect, it is not possible with any of the O level examination options to obtain an O level by studying Britain only. The GCE Boards offer a variety of combinations of approach; general geography, British Isles, Western Europe, other regional options, map work, field studies, or a world studies option. Only with one of the LON syllabuses is it possible to confine studies to Europe only, although with JMB, OX and SUJ it would be possible to select a general geography paper rather than undertake a detailed study of any area other than Great Britain, or other than Europe with CAM and NI.

The general geography options are basically similar, requiring students to undertake studies relating to landscape types, climate, agriculture, industry, population and settlement, transport, energy and so on. Although in many cases examples for this general paper will be selected from Great Britain it is impossible to cover these topics as they are intended to be covered without considerable reference to other parts of the world.

All the Boards except SUJ specifically mention Western Europe as either an option or a compulsory part of the syllabus. Seven Boards offer North America (or Canada or the USA), three specifically mention the USSR, two offer Central and South America, five Asia or parts of it, three Africa, and three Australia and New Zealand.

LON have an option entitled the "Less-Developed World" requiring detailed study of a selected area, e.g. South East Asia. WEL have a similar compulsory section containing studies of the problems of settlement and of the economic development of Africa, South of the Sahara (not Republic South Africa), or parts of South America, or India, Pakistan and Bangladesh. OXCAM present candidates with a compulsory section entitled "Aspects of World Geography" which includes studies related to the agriculture, population, industry, and transport of the less-developed world (defined on a map). JMB have an option "World Geography" with special reference to population, which includes population problems of both developed and less-developed nations. AEB present a compulsory paper entitled "World Problems and Area Studies" requiring study of population, water-resources, tropical agriculture, and environment on a world basis, and where it is expected that examples will be taken from all parts of the world. In one of their syllabuses CAM have a similar compulsory paper which also includes industry. SCO have two syllabuses both of which include a compulsory World Studies section, one relating to general world problems e.g. population, and the other requiring a fairly full geography of the major world powers and a general geography of the rest of the world.

Thus, at O level only, AEB, OXCAM, SCO and WEL have compulsory world studies sections. With all the other Boards it is possible to avoid a wider regional geography usually by opting for a general geography section.

At O(A) level LON offer a broad geography course referring to Western Europe and Britain although not specifically excluding other areas. CAM offer two syllabuses, one basically a physical geography plus Western Europe or South America, the other including specific study of world populations and the problems of developing countries.

At CSYS level SCO include a study of their South America or the Middle East and at H level the syllabus includes a study of General Geography (world based), and two regions (one developed and one developing). A second H level syllabus contains a field study, the British Isles, and a General World topic, including developed and developing countries.

At A level, the types of paper offered are similar to those at O level in so far as all Boards have a syllabus made up from a combination of mapwork, physical, human, economic, or regional geography. The options are often more theoretical and interpretive than at O level. The majority of the non-regional options require topics e.g. landforms, vegetables, population, urbanization, agriculture and industry without always mentioning specific areas of the world from which examples should be taken, although OX and CAM mention the British Isles, SUJ refer to the Developed and Developing World, and WEL mention the "World".

All the Boards except OXCAM and SUJ offer a regional study in addition to other papers. OXCAM have a Regional Geography paperbut the regions are not specified, thus it would be possible to study the developed world only. The regional paper of LON requires study of the Developed and Developing World, although the examples to be used are left to the discretion of the teacher. Of the remaining Boards with regional papers all offer Europe and North America, and after that the order of popularity is all, or part of, Asia, Africa, South America, USSR, Australasia, and finally one Board offers each of the Middle East, Mediterranean lands, and the "Rest of the World" (in addition to the British Isles). In most cases it is not the entire continent which needs to be covered, and the most popular countries mentioned by name are the USA, USSR, Brazil and India.

With all the Boards it is impossible to cover the syllabus as is intended without reference to both Developed and Developing countries, although CAM only express the "hope" that centres will do so and it is possible to avoid developing countries with OXCAM.

Two Boards require special mention as they have just revised one or all of their A level syllabuses for first examinations in 1982. JMB retain their old syllabus B containing sections on Physical Geography (the natural environment), Human Geography, and Practical Geography. It would not be possible to study the Human Geography section effectively without looking at both the Developed and Developing World. The old syllabus A is cancelled, it had included regional studies but by selection only the Developed World needed to be studied. The replacement syllabus is called Syllabus C and has three sections - a practical geography section and two regional sections one of which is from the Developed World and the other from the Developing World. This is therefore a broader syllabus in its international content compared with the one which it replaced. OXCAM have replaced their old syllabus with a new one. The old syllabus had included a regional geography section which required study of areas of

contrasting geography i.e. areas from both the developed and the developing world. The new syllabus does not have a regional paper. The sections of the new syllabus are termed Physical Geography, Human Geography, Applied Geography and Geographical Techniques. A Local Geography Essay may be undertaken instead of the Geographical Techniques section. The syllabus has a systems approach and attention is drawn to the inter-relationships between its components. Nowhere in the syllabus is a specific mention made of any individual country or continent - including the British Isles. The syllabus states that ".... it is expected that candidates will study aspects of the various systems and elements in the light of selected examples chosen from a suitable range of differing environments". Thus, the syllabus could not be successfully covered without reference to many areas of the world.

AEB and OX have A level syllabuses in Economic Geography which include a study of the general principles involved in economic geography as well as a regional paper where examples must be taken from both the Developed and Developing World. The emphasis in these syllabuses is on the economic problems of the region chosen including population, trade, agriculture, and industry.

At CSE level, the picture is much the same. Only with MDS, SOU and WEL is it possible to confine studies to the British Isles and Europe, although with SOU and WEL world study topics are alternatives, whereas with MDS only North America is available as an alternative.

Mapwork, British Isles, and Physical Geography feature in all the CSE syllabuses although sometimes as an option. The same regions and countries feature in the syllabuses as with the GCE syllabuses. Only MDS fail to have a World Studies option and with EAN, NOR, NWR, SER, WME, and WYL it is a compulsory topic within the course. These World Study options require study of topics such as population, food supply, energy, conservation, and natural disasters. In all cases examples are either given in the syllabus or expected to be used from a variety of countries and continents.

The major part of the syllabus at O, O(A), A, H and CSYS levels appear to concentrate on factual knowledge. Attitudes to the "geographical" problems of countries or interpretations on a world scale are evident in the "aims and objectives" of the syllabus itself of certain Boards who seem aware of the need for an overall understanding of international inter-relationships as far as geography is concerned. For most Examining Boards much of this interpretive element is left to the teacher.

The O level syllabuses of both AEB and OXCAM compel a candidate to answer questions relating to parts of the world other than Britain, and indeed other than Europe. With OXCAM (old) syllabus candidates could, by careful choice of sections, choose to answer only one question from outside Europe, and this could be related to the USA.

With the AEB this is not possible. All candidates must attempt a multiple choice paper on the British Isles (including physical geography), a mapwork paper, either Western Europe or North America, and a paper on World Problems. The questions in this section can relate to any part of the world. On each paper there are eight questions and candidates must answer at least one and can answer up to three. On one paper the eight questions were on population density, developing countries, comparative

climate, water for electricity generation and inland transport, types of farming, tropical storms, industrial development, and city centres. Some of these had accompanying diagrams or photographs and all required examples to be drawn from a variety of areas, e.g. the question of types of farming was:

> "Choose two of the following types of farming: subsistence, co-operative, collective, plantation. For each system chosen name a tropical country where it is widely practised. For each of the two systems chosen describe the method of farming and explain the advantages the system offers."

Of these eight questions the one on population densities (in eight contrasting countries) was the most popular, perhaps because it had stimulus material. The other question with stimulus material (a photograph with the industrial development question) was also very popular. Comparative climate, tropical storms, and city centres produced fewest answers. The most recent paper (November 1980) produced a similar range of questions i.e. questions on population, agriculture, environment, and water resources. Once again two questions had stimulus material. Once again the candidate was required to produce examples from a variety of regions. For example:

> "State the principle factors which can influence the distribution of population in each of the following locations: a large town or conurbation, an area of high land, an intensively farmed lowland plain, a hot desert. In your answer make reference to specific examples."

It is clearly impossible to answer this section of the paper without a knowledge and understanding of the geography of a variety of contrasting regions and the affects it has on the life of the inhabitants.

At A level with the AEB a candidate would also need to have studied several contrasting regions. There is a compulsory Human Geography section containing 6 questions, 2 of which must be answered. In one year the questions were on subsistence agriculture and population density, rural settlement and land use or city zones, equatorial forest regions, manufacturing industry, sources of supply of minerals, and sugar production. A further two questions had to be answered on regional geography, one on a developed area e.g. Anglo-American, and one on a developing area e.g. monsoon lands of Asia. It is not possible therefore to complete the AEB A level syllabus adequately without covering a broad regional spectrum.

LON also have a paper requiring candidates to answer at least one question on the developed world and one on the developing world. No countries are specifically mentioned in the questions, the candidate needs to select his own examples. Thus, in the 1980 paper two examples are:

> "For any one developing country, examine the different ways in which economic development is dependent upon links with the Developed World."

and

> "Examine the social and economic consequences of rural-

to-urban migration in the Developing World."

Thus, an understanding of the problems of developing countries is essential in order to answer these questions.

The Regional Paper with OXCAM has two sections, the British Isles and an open section. Only one question need be chosen from the open section (although up to three can be chosen) and in a sample year only 2 of the 6 questions referred to developing countries.

At CSE level the MDS papers reflect their syllabus i.e. no question relating to anywhere other than Europe or North America and no Human Geography.

The Paper I of WYL is in effect a short answer paper as each of the questions is divided into sub-sections with spaces on the question paper for the answers. Candidates must answer at least two questions from a World Geography section of 4 questions. In one year these 4 questions were on: forestry, arable farming, human problems in developing countries, and differing densities of population. Each question had stimulus material and clearly required knowledge of contrasting regions, developed and developing. The Examiners' Report showed that "human problems in the developing countries" proved the most popular.

NWR have a paper 2 which in one paper analyzed had a compulsory question containing an anotated world map with a variety of questions and a series of photographs for interpretation. Candidates had to answer two further questions, one on a developed country and one on a developing country or region. These questions all had stimulus material.

With the majority of examination Boards, it is therefore an essential requirement of the examination that candidates are able to draw on examples from a variety of contrasting regions, and certainly at A level demonstrate that they understand the geographic factors influencing the lives of the people who inhabit these regions.

HISTORY

A knowledge of history, and more particularly a knowledge of modern world history, is clearly likely to lead to a greater understanding of contemporary international political, economic and social issues. History is also a vast subject and it is inevitable therefore that each Board offers a variety of syllabuses.

All nine GCE Boards offer history at both O and A level, and SCO offer it at O, H and CSYS. The number of different syllabuses available from each Board varies but up to eight at O level and seven at A level is usual.

However, at O level it is possible with all the Examining Boards except NI to obtain a pass at this level by studying aspects of British (or even just English) history only, although with OXCAM it would be necessary to do a project in lieu of a paper on European History. Thus, with nearly all the Boards an O level pass in history is obtainable by study of a period

of British history without any reference to the modern international world e.g. with OX one can study British History 1066-1485. One would hope that at centres where this and similar syllabuses are being studied, students have an opportunity elsewhere in the curriculum to gain knowledge and understanding of the background to contemporary international political, economic and social issues. Only NI have a syllabus where it is compulsory for all students to study both British and Foreign History since 1905 and which includes the major international problems of the period up to about 1967 - this is the latest date referred to in the syllabus (under the heading "Middle East") - although the syllabus does state that the dates mentioned are approximate only.

Seven of the other Boards do have a Modern World History Paper as one of their optional syllabuses. These syllabuses include topics such as world wars, rise of Communism, China, the UN, de-colonization, the Middle East, east-west conflict, Vietnam, environment, race relations, and population movements. With AEB, CAM, JMB, LON, OX and WEL the syllabus runs up to the "present day", but with OXCAM the final date appears to be 1975. The AEB option is taken by relatively few students, only 198 in 1980 and is classified as a subject with a small entry. SUJ offer only the more traditional papers on periods of British and European history plus alternatives on the history of the USA, and British Social and Economic History. SCO offer a variety of syllabuses on periods of British history which include references to European and international affairs where relevant. SCO also have a syllabus involving study of three topics chosen from six, one of which is East Africa in the second half of the Nineteenth Century and another the Revolution in the USSR.

AEB have just revised their O level History syllabus with effect from the examination in 1983. In effect they have Europeanized the syllabus. British History has been amalgamated with the old European History to form a series of five syllabuses each covering a different period of European (including British) History. In addition there are a World Affairs Since the Russian Revolution and History of the USA Since Independence syllabuses.

A further set of syllabuses requires candidates to study one of five general topics, one based, three European, and one Western World, together with one of nine "studies in depth", seven of which are Britain based, one Italian, and one American.

Thus, unless a candidate selects the UK topic plus a British study in depth, in all these syllabuses a candidate is compelled to study more than British History. This appears to be a clear internationalizing (or rather Europeanizing) of an existing syllabus.

LON, OXCAM, WEL and NI also have Ancient History, the syllabuses being confined to the Greeks and the Romans.

At O(A) level the syllabuses offered by OX, CAM and OXCAM are of the traditional British or European variety as at O level. SUJ have a World Affairs since 1945 syllabus at this level and this is similar to the syllabuses with this title offered at O level by other Boards. OX have Greek and Roman History at this level and JMB have an O(A) syllabus in Local History. SUJ have a syllabus called "Looking for History" which is an archaeological study of British History.

Two Boards offer syllabuses with a possible international content. JMB have a historical studies course requiring a study of the nature of

historical evidence and sources, together with a detailed study of one topic selected from five: Elizabethan Society; The Early Industrial Revolution; The Middle East and Africa; China, Japan and India in Modern Times; and European Dictatorships 1917-1953. LON have a similar basic course but with a choice of one out of seven topic options: Race Relations and Minority Problems in the Twentieth Century; Society and Technology since the Middle of the Eighteenth Century; The Nature of Revolutions from the Middle of the Eighteenth Century; Women in Society in Britain Since 1850; The Growth of Popular Culture and its effects on Twentieth Century Britain; Commonwealth Studies since the First World War; and American Studies since the First World War - frontiers and conflicts.

SCO have a CSYS course requiring detailed study of one of nine topics which include: Medieval Society in Europe, France in the Age of Louis XIV; Germany 1918-1946; Soviet Russia 1917-56; and the USA 1850-1965. At H level SCO's syllabus offers a variety of periods of British and European History, or a period of History plus a topic - both of which are European based.

At A level a similar pattern emerges. A variety of periods of British and European History are available from all the GCE Boards. Of eight different JMB syllabuses - one of which is further sub-divided - only one, entitled Europe and the Modern World: 1970 to the Present Day, requires any detailed study of events outside Europe. OX require a study of two selected periods of British and Foreign History, however the syllabus clearly states for example: ".... on Foreign History, ie. the history of Christian Europe ...." and again, ".... Non-European History is included only in relation to the impact of European powers overseas". Only for the period 1890-1951 does the syllabus widen to include, The role of the USA, China and Japan as World Powers and Internal Developments in the Third World in Asia and Africa. Alternatively candidates may offer one period of history plus one of six topics. These topics include: Europe and the Scramble for Africa, and Britain, America and India. AEB also have a series of option topics as well as periods of English and European History. Their topics include: The History of Africa, South of the Sahara since 1880, and Britain and World Affairs 1917-1972. They also have an option (under a pilot scheme) in methodology and documentation.

LON have a syllabus involving the study of International Problems Since 1931 (including race-relations, development and aid, population studies and so on) and The World Since 1945 wherein both developed and developing countries must be studied. This syllabus is an alternative to the usual periods of British and European History. CAM also have an option on World Affairs since 1945 and OXCAM have a Britain and Africa 1870-1904 option. However, NI, SUJ, and WEL offer no topics other than British or European ones.

JMB, LON, NI, OX and OXCAM offer Ancient History - again only Romans and Greeks. LON, NI, OX, SUJ and WEL have Economic and/or Social History which are related to the United Kingdom except for topics such as international trade and finance. SCO have Economic History at H level.

Overall, therefore, the syllabuses are clearly dominated by British and European History with very few opportunities for students to study modern history and obtain an understanding of the background to current international issues. Neither the aims and objectives of the syllabuses nor the syllabuses themselves clearly set out any attitude or value to be encouraged it being left to the teacher to interpret the history being

taught.

The CSE Boards usually offer fewer options than the GCE Boards. EAN, EMR, MDS, NWR, SER, SWE, WEL, and WYR each have a Modern World History option as one of three or more options. With three Boards the Modern World History is one of only two options and is therefore a straight alternative. With ALS and YOR it is an alternative to Economic and Social History and with NOR it is an alternative to Modern British History. With WME international topics are options within one of their syllabuses. MET have only one syllabus in three sections, one of which is Modern World History, and candidates are invited to answer questions from any section. SOU have six syllabuses, none of which are Modern World History, the nearest being, Britain and the World Since 1900. All the Modern World History syllabuses and options are similar, containing topics such as the two World Wars, the rise of Communism, China, Middle East, international organizations, the Third World, the Cold War and East/West relationships, and so on.

The international dimension is therefore more evident in CSE syllabuses than in GCE syllabuses, although only the NI, GCE O level syllabuses compels candidates to study issues outside Europe. There is clearly room in most of the History syllabuses for a further internationalization of the content to take place.

An analysis of the AEB O level History papers reveals that in the 18 options giving periods or topics of British or English History, a total of 156 questions were set in one year. Of these 156 questions, only 13 obviously required knowledge of Britain's relationships with other countries and this is including such questions as:

> "Account for the ultimate failure of Cardinal Wolsey in (a) domestic and (b) foreign affairs."

and

> "In the period 1830 to 1865 describe two occasions in which you consider Palmerston acted wisely in his relations with other countries and two instances in which he acted unwisely."

For the most part, Britain exists in isolation. Of the 21 questions in the European options one related to the Russo-Japanese War and one was on the League of Nations. One of the AEB syllabuses had three sections from two of which candidates must select their questions. The first two relate to British and European Overseas Expansion and the questions clearly have an international flavour in that they concern the growth of empires.

For example: "Describe the extension of British rule in the Nineteenth Century in either (a) East Africa or (b) Egypt and the Sudan".

The other section is sub-divided into six each concerning a different area of the English speaking colonies and their eventual independence.

The syllabus Britain and World Affairs since 1914 has questions of a contemporary international nature. Examples of these are:

> "Explain Britain's involvement in Malaya between 1945 and 1966."

and

"Outline the History of either Ghana or Nigeria since Independence."

and again,

"Explain the importance of four of the following: Zulfikar Ali Bhutto, Fidel Castro, Ho Chi Minh, Jawarharlal Nehru, Julius Nyerere, Marshal Tito."

At this level, examiners are clearly expecting more factual answers. Comments on the above three questions were: "very few candidates attempted this question (Malaya) but they were almost all well-informed", "where this question was attempted, answers were usually of a satisfactory quality", and "Bhutto was identified by very few .... Castro was known .... Ho Chi Minh was more famed for his trail .... Nehru was virtually unknown .... hardly anyone attempted Nyerere .... Tito was better known, although a surprising number of candidates thought he was a Japanese general in the Second World War". No further comment necessary.

The revised O level syllabus is to be examined by two papers. For example, the World Affairs from the Russian Revolution to the Present has one paper which contains stimulus material upon which questions are based On the specimen paper the stimulus topics were: Russia 1917, the Treaty of Versailles, Appeasement 1938, and the Suez Crisis 1956. The other paper is a normal essay answer paper with the usual range of topics on this type of paper.

The same situation is to be found on the OXCAM O level History papers. Questions on the British History papers are usually internal in outlook - indeed only 11 out of the 104 questions examined had a clear wider dimension. On the European papers only one out of 75 questions, apart from the sub-section on the Crusades, had a truly international dimension. This was, "Why did the Great Powers show such interest in the Far East in this period (150-1914)? How did this affect their relations with each other?".

The World History paper clearly contains questions with an international dimension. The OXCAM General Paper in History also contains interesting questions. Examples of these are:

"Describe the outstanding characteristics of one pre-Christian civilisation."

and

"What have been the causes of inflation in any one country or period? Do you regard them as inevitable?."

and finally,

"Describe the aims and methods of three of the following: slavery; the Inquisition; transportation; the Reign of Terror in France; the Ku Klux Klan; the Gestapo; the KGB; apartheid; the CIA; the National Front; the closed shop. Is it possible to justify the polices of any of your chosen examples?."

This paper offers some interesting questions beyond the international dimension, for example, "who wants heroes?".

The Ancient History papers are, as one would expect, limited to direct

factual questions on the Roman and Greek civilizations.

A recent addition to the AEB History syllabuses is a History of World Powers and World Events in the Twentieth Century paper. This paper is examined in part by a series of extracts and articles upon which candidates have to comment. In one year these related to Stalin (two speeches) and articles on revolutionaries and collectivization, Hitler and the Nazi Party, the Communist Movement in China, United Nations Organization, and a household budget from 1900. Other individual questions covered a wide range of topics such as: "How has the development of nuclear weapons changed international relations since 1945?" and "Describe how affairs in a colony can change rapidly when it gains independence, using one example of a country acquiring freedom since 1945".

The same factors apply to the A level English, British and European question papers. All are very inward looking. These papers are the most favoured options among schools. At A level, AEB have several wider options, for example: Britain and World Affairs 1870-1961, and options on the USA, on Totalitarianism in Germany and Italy in the Twentieth Century, and on the Russian Revolution. Only by taking the first of these options will a student obtain a broad perspective of world history, the questions clearly relating to all parts of the world although with a distinct British flavour.

The General Paper in History at A level from OXCAM is similar in content to their O level already illustrated.

At CSE level the number of options available is more limited but most Boards have a Modern World History option. With WYL it is one of five options and is examined in the same way as the others, that is to say Paper I is a multiple choice paper with 60 questions. The questions cover world affairs and on the paper examined 30 related to Europe (including the USSR), 9 to the USA, 5 to the Middle East, 4 to China, 2 each to Japan and Africa, 1 each to Cuba and the Far East, and 6 were non-specific in area or were related to international organizations. The other paper comprises a series of extracts and essay questions. Candidates must answer questions on a compulsory extract, in one case "Did the Ancient Egyptians reach America?", and on one of five other extracts. On the paper examined these were: Assassination at Sarajevo, 1918 Defeat of A Stab in the Back, the Great Depression in America, Vietnam, and Cold War in Europe 1947-1952. According to the Examiners' Report, the two most popular of these were Assassination at Sarajevo - "generally quite well answered" - and Depression in America - "some tolerable answers". Vietnam and the Cold War extracts were unpopular and badly done.

The essay section of Paper 2 contains ten questions. The most popular questions according to the Chief Examiner were on Stalin ("some good answers"), Mussolini ("a few excellent answers") and Hitler's Foreign Policy ("some very good answers"). Least popular were European Unity ("almost all very poor"), Middle East ("weak"), and UNO ("lacking in detail"). Those relating more closely to the usual European History syllabuses were clearly most popular.

The NWR paper The Great Powers of the Modern World contains 26 questions. Of these, 15 relate to Europe (including USSR), 2 to the USA, and 1 each to Japan, China, Cuba, South Africa, India and Pakistan, Middle East, Far East, Underdeveloped Countries, and International Organizations. The Examiners' Report clearly states that the questions on Europe and the USA were the most popular.

MDS also have a Contemporary World option. The 19 questions showed a similar regional breakdown as with NWR with a large number of questions either directly on Germany or on the Second World War. One question managed to combine the Palestine mandate with Dien Bien Phu!

It would appear from an examination of the question papers and the Examiners' Reports from selected Boards that even those candidates taking the Modern World options select questions relating to Europe and the USA rather than attempt questions within a wider international framework.

RELIGIOUS STUDIES

Under this heading one would expect to find studies relating to the World's major religions, their history, beliefs, pattern of worship, social influence, and indeed their inter-relationship. The subject for the majority of Examination Boards would, judging by their syllabuses, be better entitled Christianity Studies or, for some, Biblical Studies.

SCO do not offer Religious Education at any level.

Each GCE Board has an O level syllabus consisting of a variety of options from which students select between one and three for study. Between them the nine GCE Boards offer 54 options. Of these, 34 are related directly to the Bible and Biblical texts, 13 more are concerned with the Christian Church and its history, or with Christian Ethics and Responsibility.

Only 71 out of the 54 therefore relate in any way to a religion other than Christianity, and 4 of these are the options in the AEB's Multi-Faith syllabus.

WEL have studies relating only to the Holy Bible and the subject is called Scripture. CAM and OXCAM offer syllabuses which are either Biblical Studies or which relate to the early Christian Church. AEB, JMB, LON, NI, OX and SUJ all have syllabuses giving options relating to the Bible and an option concerned with the role of Christianity today. These latter syllabuses vary slightly in content but are basically concerned with Christian attitudes towards society today, Christian responsibility, and the Christian response to international problems and affairs.

LON and CAM also have syllabuses which include an option relating to other world religions. With CAM this is a general survey, Men at Worship, and is a study of the history, festivals, rites, beliefs and buildings of the major world religions, but does not require a study of the inter-relationship between religions. LON's syllabus with a non-Christian option enables students to study either a general survey of the world's religions or a detailed study of either Judaism or Islam, but once again the religions are studied in isolation. Within one of NI's two options on the Relevance of the Living Faith, it is possible to undertake a study of Buddhism or Islam or Judaism. The Multi-Faith syllabus of AEB requires a student to study three religions selected from Christianity, Hinduism, Islam, Judaism and Sikhism. Emphasis is on the sacred places, worship and festivals, and sacred writings of each religion, and in addition on a chosen religious area selected from family, birth, growing-up, marriage and death,

and relating either to one of the chosen religions or a comparison between two of them.

Four Boards have an O(A) syllabus. OX, CAM, and OXCAM have syllabuses which relate solely to the Bible or to Christian Ethics and responsibility. LON's O(A) syllabus includes a compulsory study of two of the world's relgions, although Christianity can be one of these, and indeed Judaism the other.

At A level the position is similar. At this level the Boards have a total of 39 options within their various syllabuses. Of these 19 are strictly Biblical and 17 are concerned with the Christian Church or Christian ethics and responsibility, and only 13 clearly permit study which relates to world religions other than Christianity.

WEL again offer only Biblical Studies and call the subject Scripture. AEB, CAM, OX, OXCAM and SUJ offer options in both Biblical Studies and Christian ethics, responsibility, or its role today, including attitudes towards international problems. NI have similar options but in one of them it is possible, as an alternative, to study one of the major world religions other than Christianity. JMB and LON each have an option involving study of one of Hinduism, Buddhism, Judaism or Islam. There is no option with any Board for a comparative or general study of the world's religious and their international significance.

Thus, at A level although there is a greater concentration on the role of Christianity today, in both its social and international context, there is even less emphasis on non-Christian religions than at O level, and no comparative religion at all.

At CSE level, there is a slightly different situation. Half of the CSE Boards, EAN, MDS, MET, NOR, SER and WYL include an option which relates to one or more of the world's religions other than Christianity, Islam being the only one which can be studied with all these Boards. SOU and WME have a project element wherein it would be possible for a student to include a study related to a religion other than Christianity. Other options set by the CSE Boards relate, as with the GCE, to the Bible, Jesus Christ, Christian ethics, Christianity today, and so on. With ALS, EMR, SWE, and YOR only options in these fields are available. As with the GCE level, WEL only offer topics relating directly to the Bible.

If Religious Education is looked upon as an area where EIU can be brought to the forefront by a study of the histories and inter-relationships of the world's religions, particularly bearing in mind religious conflict in the world today, then it is apparent that with very few exceptions, the syllabuses followed by young people in our schools and colleges today do not reach this objective.

There is little point examining the question papers of those syllabuses limited to Biblical Studies and the History of the Christian Church, unless the fact that Jesus was not born in England is considered relevant! Christian Ethics, Christianity and the Modern World, and the Relevance of Christianity to Contemporary Living are all areas where Christianity in its wider, and possibly international dimension, may be examined. For example, in the AEB sections of this nature the following appear:

(i) "A Christian is concerned about the needs of people in underdeveloped countries. Given an account of

three ways in which he might be able to help. Give two examples from the life or teaching of Jesus which might make him feel such concern."

(ii) "Show how Jesus sought to overcome prejudice either against people of a different race or against women, by relating and commenting on one incident in his life. Indicate briefly what steps are being taken to overcome such prejudice today."

(iii) "Outline the arguments for and against a Christian being a pacifist when his country is at war."

Once again, no indication is given in the Examiners' Report as to the number of students who attempted these questions or indeed this optional section.

Neither OXCAM's O level, nor its O(A) level syllabus, has any relevant sections. The Multi-Faith AEB O level syllabus is of greater interest. The syllabus itself gives no guide as to the extent to which comparative studies are required and the question paper, in its *rubric*, indicates that a limited number of individual questions can be answered with reference to one religion only, however, the questions themselves nearly all refer to two faiths or religions. Overall, candidates must show knowledge of three major religions. The syllabus is interpreted through factual knowledge rather than attitude and comparisons are strictly limited to the topics in the syllabus - sacred places, worship and festivals, and sacred writings. These factual components of the syllabus mean that questions relating to conflict between religions are prohibited.

OXCAM's A level syllabus does have an optional Modern Religious Thought and Ethics paper. None of the questions on this paper that were examined had any question with a clear international flavour or referred to any other religion than Christianity. The AEB A level has similar theoretical options but some of the questions have a wider context than just Christianity. For example:

"Discuss the view that racism is fundamentally a denial of personhood to another human being."

"Discuss Mbiti's guidelines for an examination of the relationship between Christianity and African traditional religions."

and

"How far does mysticism provide a meeting ground for Christians and Hindus?"

The Examiners' Report criticizes candidates who attempted the racism questions for being too general. The other two questions were in a separate section and the comment here is "the section was neglected this year" and "so few (candidates) tackled the whole section ....". It would appear therefore that centres are concentrating on the more traditional parts of a Religious Studies syllabus.

Several of the CSE Boards have a section which includes religions other than Christianity. The WYL paper includes 20 short answer questions on Judaism, Christianity, and Islam, and three compulsory sections, one on each of these religions, from each of which one question has to be answered. All questions are factual and no comparative or inter-

relationship questions are set. MDS have an optional syllabus and paper with questions on five religions. Once again the questions are factual and the only comparisons asked for relate to festivals, places of worship, belief, and so on. The international relationships and conflicts between the world's religions are therefore avoided not only in the syllabuses, but in the question papers as well.

LANGUAGE AND LITERATURE (including English)

One would expect that through the study of a language, students would learn something of the country whose language they are studying and the lives of the people who live there, even possibly of other countries where that language is used.

All GCE Boards and SCO offer French, German, Italian, Russian and Spanish at O level. Each also offers Latin and all except AEB offer Greek. In addition, JMB and LON offer Polish, LON and SCO offer Norwegian, Portuguese, and Swedish, JMB and WEL offer Welsh, AEB and NI offer Irish, LON and SCO offer Hebrew, and SCO offer Gaelic. LON and OX also offer other European languages as well as a variety of Asian, African and Middle East languages. CAM also state that they can set examinations in other languages if requested.

At this level the emphasis is on translation of passages, letter writing, grammar, dictation and so on. Although there is no clear reference in the syllabuses on the nature of the passages for translation, it can reasonably be anticipated that these would in some way be concerned with the country where the language is being studied, and thus students would learn something about the country and its people. In the Latin and Greek syllabuses, reference is made to specific literary extracts, but this does not occur with the modern foreign languages.

English language and English literature are offered in some form by all Boards. Although comprehension passages or essay titles could relate to EIU they are more likely not to and there is no real justification for changing this. By careful selection of texts, more opportunity could be given to students to learn something of an international nature in English literature. For example, AEB offer "The Lost World of the Kalahari" as one of their texts - Welsh literature is set by WEL and Greek Literature by LON and OX.

At O(A) level, French Literature is offered by CAM, OXCAM, and SUJ, German Literature is set by OXCAM, and OX and OXCAM have an English Literature syllabus. In languages, CAM, JMB and SUJ have English, LON have French, German, Italian and Russian, and CAM and SUJ have French. The same general comments apply to these syllabuses as to the O level syllabuses.

At CSYS level, SCO have English, Gaelic, Latin and Spanish. At H level, they offer French, Gaelic, German, Hebrew, Italian, Latin, Norwegian, Portuguese, Russian, Spanish and Swedish. Literature is included in these syllabuses and, of greater significance, a background knowledge of the country concerned is expected.

The same variety of languages is set by all the GCE Boards at A level

with French, German, Greek, Italian, Latin, Russian and Spanish available, except that AEB do not offer Greek. Other languages are available following roughly the same pattern as the the availability at O level. In all of these syllabuses the literature of the country concerned is included as part of the course. The selection of literary works and the normal language work should provide students with a background knowledge which will help them to understand something of the lives of the people in the country concerned. OX and OXCAM specifically prescribe general texts upon which essay-type questions of a geographical, historical, social and political nature may be set. WEL and LON state that essays of this nature may be set but prescribe no set books. AEB and SUJ require study of particular geographic, historical, political, social or cultural topics as a compulsory part of the course. For example, in their A level French course, AEB include: Childhood and Youth in France; The French Cinema Since 1945, and Bretagne; SUJ include Post-War politics in France; A French Province; the French Impressionists; and the Transport System of France. JMB offer this type of study as an alternative by way of a dissertation. NI state that it is "expected" that students will have a knowledge of this type of background information. CAM make no mention of this aspect.

The major European languages are therefore well represented at GCE level. At A level literature in the language is included but background studies relating to the country is often omitted. At O level in particular, it appears that the civilization of the country concerned is largely left in the hands of the teachers to incorporate into the teaching programme.

The CSE Boards all offer English and English Literature and the same points apply as apply to the GCE syllabuses. All Boards also offer French and German, and all except SER and YOR offer Spanish. EMR, SOU and WYL also offer Russian, and WEL and WYL offer Italian. Latin and Greek are less favoured, it being possible to study Latin with MDS and WYL and Greek with WYL, although with EAN, MET, NWR and WME, Latin can be studied as part of a classical studies course. WEL also have Welsh and Welsh Literature.

Several of the Boards - ALS, NWR, WME and WYL - specifically state that background knowledge about the country whose language is being studied is essential and is examined. With NWR and WME, a list of topics is given, but with ALS and WYL no such list is available. Other Boards appear to assume background knowledge will be learned, although it is not specifically examined.

A few Boards offer courses, in addition to their basic language courses, which combine the language with background topics. Thus, EAN, EMR and WEL offer French Studies, and EAN also have a German Studies course. The EAN French Studies examination, for example, includes 40% language work - oral test, reading and listening comprehension, and 60% background studies. The background studies include compulsory studies of General Geographical Knowledge, Famous Men and Women, and Tourism, together with two from Communications, Food and Drink, Education, and Sport and Recreation.

At CSE level, therefore, compared to O level, there is a greater emphasis on background knowledge and understanding of the lives of the people in the country concerned.

The O level GCE language papers were disappointing in their failure to introduce passages for translation which could at the same time have been educational. Typical passages from AEB papers were: A Doctor's Work is Never Done, Hitch-hiking, After the Party, Hi-jacked. and An incident in the

Underworld. Only the Afrikaans paper provided educational passages - Holiday in Rhodesia, and Veld School.

At A level much the same comments can be made as far as the passages for translation are concerned. However, in addition to the prescribed texts, the AEB have compulsory prescribed topics. There are three of these topics in each language and the topics and questions range across many areas - political, economic, social and cultural. For example:

Topic:	France as a World Power Since 1945.
Question:	"Examine the role of the OAS in the struggle for Algerian Independence."
Topic:	The Weimar Republic 1918-1933.
Question:	"What role did the Army play in the Republic?"
Topic:	Problems of Environment in Italy.
Question:	"What considerations may have led Bernard Levin to speak in a newspaper article of the "deliberate destruction" of Venice?"
Topic:	The Development of Social and Political Constitution in Spain since 1939.
Question:	"What positive gains has anti-clericalism made in Spain since 1939?"

As far as English Language and Literature are concerned, essay titles and passages for precis or comprehension could have an international content and some of the texts could be set overseas.

More of the GCE O level English Language papers examined had an "International" topic. Similarly, very few of the set texts, be they plays, poetry, or prose, were in any way international. In recent years such texts have included: "The Grapes of Wrath", "A Passage to India", "Lost World of the Kalahari", and "The Seige of Krishnapur", but the set texts are changed every few years and the overall situation is therefore constantly changing.

The same general comments also apply to the translation sections of the foreign language courses of the CSE Boards. However, several Boards including NWR and WYL have compulsory background studies sections on the question papers. The background studies of the WYL courses are not examined via essays but are of the "choose 15 of the following and write 20 words on each" or "write 100 words on any three of the following". A cross-section giving 15 out of the 45 topics for the first type of question on a recent German paper would be: North German Plain, Duesseldorf, Rhine, Brandenburger Tor, Metternich, SPD, Bundestag, Goethe, Haydn, Berufschule, Frankfurter Allgemeine Zeitung, BMW, Rollmops, Gasthaus and Sylvesterabend. Three of the 15 topics in the second type of question on the French paper could be: Le Mont St.-Michel, the fashion industry in France, and Edith Piaf. The selection on the Spanish paper is just as wide as on the French and German, and as the Examiners' Report states, "the general standard was not encouraging".

With NWR the candidate had to write briefly on ten out of twenty topics (Spanish) or ten out of thirty (French). A typical ten for Spanish could

be: What mountains separate Spain and France?", Who ruled Spain 1939-1975?", "What is El Escorial?", "What is gazpacho?", "what is the Spanish National Airline called?", "Name two conquistadores", "Who wrote 'Don Quijote'?", "What would you buy at an estanco?", "What monarchs financed Christopher Columbus' voyages?", and "Name the tourist area on the south coast of Spain between Malaga and Gibraltar". The Examiners' comments on the French paper was "a knowledge of a few simple facts could well have produced up to 20 marks for a candidate". It would appear from these comments by both CSE Boards, that the background knowledge section is not well answered.

On the English Language CSE papers examined, there is the usual non-international range of essay titles and extracts from precis and comprehension. On one WYL paper there is an interesting question. Candidates are asked to write on one of five "modern activities", and two of these "modern activities" are terrorism and racism. The English Literature lists of set texts are often longer at CSE level than at GCE. Thus with NWR candidates must study selections from a list of 27 prose books and 22 plays. These lists include: "Diary of Ann Frank", "Share", and "A Town Like Alice".

SOCIAL SCIENCES

This is a subject area in which, even if only studied on a national level, race-relations, prejudice, social and welfare problems, minority groups, religions and so on are bound to feature and be relevant to EIU. This is, of course, particularly true in Britain where this type of problem is all too frequently in the headlines.

AEB, CAM, JMB and OX offer sociology or social science at O level, although each syllabus places a different emphasis on the various components of the course. At this level the courses clearly relate to the UK or at most to "Industrialized Western Societies". The OX course does, however, also refer to social behaviour as far as co-operation, conflict, and negotations on an international scale is concerned.

AEB also have an O(A) level syllabus in Family and Community Studies. This is a course in decision-making, using examples and case-studies drawn from the family and community. The syllabus includes a study of the role of "personal attitude" towards community problems.

AEB, CAM, JMB, LON and OX offer Sociology at A level. With one exception, the syllabuses are all extensions of the typical O level syllabus relating to the UK or to industrialized western societies. Sociological theories and case-studies play a larger part in the course at this level and these elements will probably make the students more aware of, for example, cultural or race problems in our society. The exception is the LON syllabus which although covering much the same material specifically requires the candidate to draw examples from not only Britain and one industrial society other than Britain, but also from a complex pre-industrial society (such as medieval, slave or oriental society) and from a pre-literate society.

At CSE level, there are a variety of courses with different names - Social Studies, Sociology, Community Studies, Humanities, Citizenship - which fall in the general social science category. Many of them include both a sociological and a political element. All the Boards except NOR and WYL have a Mode I in this subject area. These syllabuses all include matters related to the family, work, leisure, Government, education and so on, and some make specific reference to matters clearly related to EIU. The ALS Social Studies syllabus, for example, include prejudice, third-world problems, international affairs, and comparative culture. EAN, EMR, MDS, MET, SER, WEL, WME and YOR all include world problems - population, food, race, armaments, etc. - as part of the syllabus. Quite clearly, the CSE syllabuses have a much wider EIU content than the GCE syllabuses which are more theoretically sociological in approach.

There is no doubt that in this general subject area much work directly relevant to EIU is being undetaken. This is a subject area where specific attitudes or values are likely to be given. The syllabuses, however, do not spell these out and it is left very much to the individual teachers to interpret in their own way. The particular social or political attitude of the teacher could perhaps therefore colour the way in which the course is presented, but short of the Examinations Boards or the school heads themselves adopting a particular social or political stance, the only alternative would be to avoid the subject area altogether, and this, I believe, is even less desirable.

The AEB O level and GCE syllabus is one of those with less emphasis on prejudices in society, racism, minorities, religious conflict, and so on. Thus, the recent question papers examined, produced no questions directly on these problems. Almost the same situation exists with the AEB A level in Sociology. One question which brought forward interesting comments in the Examiners' Report was: "Assess the view that racial integration is inevitable". The Examiners' comment was: "Far too many judgemental responses (from all points of the ideological spectrum) were produced in response to this question. Only rarely did students get beyond modern Britain and the concept of integration was seen as self-evident by far too many students .... in the main the answers relied on perspectives derived from social psychology and the psychology of prejudice .... high marks were achieved by those who offered cross-cultural and historical material .... no candidate made reference to that part of Ireland to which it is not possible to give a name without taking sides".

At CSE level, the Citizenship paper from NWR revealed a question about the European Parliament and one on the free movement of workers within the European Community. The Examiners' comments are "Few attempted C27" (European Parliament) and: "D33 was seldom answered" (workers in EEC). Thus, even where questions exist, they are not popular. The Community Studies paper from the same Board also reveals several relevant questions, for example:

> "With reference to one area of the world where there is a major problem of over-population, examine some of the effects of population growth."

There was also a long question relating to infant mortality rates in the USA, UK, Brazil, India, Iceland and Chile. This question was a very popular one according to the Examiner, perhaps because a statistical table was present to aid students.

Altogether, the number of questions with international overtones or

relating to understanding people of different races, culture, or religion, was rather disappointing. One would have hoped that Examiners in this area would give more positive encouragement for international understanding via both the syllabus and thus the question papers.

GENERAL PAPER ON GENERAL STUDIES

This subject is not available from any Board at O level, nor is it offered by the CSE Boards. AEB, CAM, JMB, OXCAM and SUJ offer it at O(A) level and AEB, CAM, JMB, LON and OX offer it at A level.

As the name implies, this subject is intended to encourage students to undertake studies across the curriculum and to give them a broad educational base on which to build their specialized subjects. At O(A) level, AEB, CAM, JMB and OXCAM set out a syllabus which includes the social sciences and humanities, sciences - but no experimental work, rather an understanding of the nature of science, the role of science today, technology and so on - and the arts, including literature, painting, music, architecture, etc. Students are expected to undertake studies in all these broad areas, especially where they are concerned with current problems and topical matters. It is therefore necessary for students of this subject to study a whole variety of international problems be they political, social, economic or cultural. In addition, AEB require the student to undertake a study in depth from any area of the syllabus, and obviously several international topics would be acceptable. SUJ do not define their syllabus in so detailed a manner but make it clear that topical events and current national and international problems "about which it would be reasonable to expect all Sixth Form pupils .... to know something" are of major concern.

At A level there is a similar pattern. OX offers a syllabus with similar sections to the O(A) syllabuses, i.e. Arts, Social and Historical Studies, and Sciences. JMB have a similar syllabus with the addition of a foreign language, tests in numeracy, and the testing of spatial and mechanical skills.

AEB's syllabus is similar to the general parts of its O(A) syllabus with the addition of tests in communication skills. Each student must also make a more detailed study of two of the following: The Emergence of an African Nation in the Twentieth Century, or The Human Race; Energy, or Man the Toolmaker, and Television, or The Artist and Society. CAM also have a course similar to their O(A) course with the addition of tests in deductive reasoning, and two additional topics. The schools themselves devise the syllabuses for these topics and thus a wide variety of subject matter is prepared by individual centres, for example, Psychology, Archaeology, European Studies, Drama, The Third World, and Pollution. There is obviously an opportunity here for schools who wish to bring an international dimension to their curriculum to do so. The A level from LON requires students to study two topics from four set by the Board, or one of the Board's plus one set by the centre. The four topics prepared by the Board include an "area study", in fact France, and more general environmental and arts topics. Here again, an opportunity exists for schools to develop a syllabus related to EIU if they so wish.

General Studies is a subject, therefore, where it is almost impossible for a student not to become aware of material which is directly related to EIU, and is one of few subjects where this is so. Unfortunately many Institutes of Higher Education view the subject with suspicion and this discourages schools from presenting candidates.

The General Paper of OXCAM gives students the opportunity to bring in an international dimension, although none of the recent papers examined had a direct question of this kind unless "Has the United Kingdom anything to learn from the example of the Scandinavian countries?" can be counted.

The AEB C(A) General Studies provides numerous directly relevant questions. Some of these are:

(i) "Describe in detail, the fundamental beliefs and the rules of personal conduct that are common to any two of the major religions of the modern world."

(ii) "Discuss, with examples, the problems that arise from the tendency of immigrants to group together (a) residentially, (b) socially, and (c) culturally. To what extent can these problems be solved?"

(iii) "Comment on any two of the following statements:
(a) Strong military defences are the guardian of peace.
(b) In times of stress, dictatorship is best.
(c) World Government is the only way forward for mankind."

(iv) "Describe ways in which climate - as distinct from weather - influences man's activities. Outline four examples of steps man has taken to cope with climatic conditions."

The Examiners' Report on these questions was revealing.

(i) Major Religions - "not a popular question .... the answers tended to come from students from overseas who had an understanding of different religions.

(ii) Immigration - "Second most popular question in the section. There was an assumption .... that nearly all immigrants are coloured .... there were very few "racist" viewpoints.

(iii) Military Defences, etc. - ".... chosen as a make-weight question on the paper .... poorly answered .... little realization of the international implications underlying the statments."

(iv) Climates - "well answered by comparatively few .... answers tended to dwell entirely on agricultural aspects."

Thus these questions were not necessarily unpopular and this demonstrates that relevant material is being taught in schools. Similarly below are three questions from 1980 paper, all from Section A (7 questions, at least one to be answered):

(i) "Choose any two from Christian, Buddhist, Hindu, or Islamic religions and discuss four major differences in beliefs and/or practices between the two."

(ii) "List four wars in which Britain helps developing countries. Give reasons why Britain should or should not offer such assistance."

and

(iii) A question on the nature and function of the European Assembly.

Paper I of the AEB's A level is similar to their O level but with fewer questions. Paper 2 includes their special topics and the 1980 questions in the Emergence of an African State in the Twentieth Century were as follows:

> "In relation to an African country you have studied, discuss the problem of its using and applying ideas about development which have been derived from Western experience."

and

> "Illustrating your answer with reference to a particular African country, explain the main difficulties in achieving stable government."

Thus in this option at least a clear knowledge and understanding of issues of importance to an overseas country must be studied.

The General Paper or General Studies syllabus is, therefore, one where an international dimension is unavoidable if the candidate is to have a reasonable chance in the final examination.

OTHER HUMANITIES

In addition to the subjects already discussed all the Boards at various levels have other syllabuses which can for convenience be labelled "Humanities".

At O level, Classical Studies or Classical Civilisation, being confined to life in Ancient Greece or the Roman Empire, and sometimes combined with language or literary studies, is set by JMB, NI, OXCAM and SUJ. These studies usually include political, philosophical and cultural aspects of Greek or Roman civilization. A similar course is offered by CAM at O(A) level.

JMB have an integrated humanities course in which students study five topics from a list of ten. These are: The Community, Law and Order, People and Work, the Mass Media, Consumer Affairs, Education, the Family, Persecution and Prejudice, Poverty, and War. Where appropriate an international dimension is included within the syllabus and one of the aims of the course is to provide pupils "with a study and understanding of some of the social and moral aspects of the modern world". A Modern Studies course is offered by SCO and consists of three basic sections: The Individual, Family and Community (Great Britain); International Relations and Organizations (since 1945); and the Great Powers (USA, USSR and China). In addition, students undertake a study of either a community (anywhere) or a current issue. Both this syllabus and the JMB syllabus therefore contain matters of direct relevance to EIU.

AEB have a course in British Industrial Society which includes study of an international company and of the influence of the EEC. A course in logic is offered by LON.

At O(A) level, both AEB and LON have European Studies. Both courses are concerned with the historical and geographical background to contemporary Europe as well as an examination of Europe today, its agriculture, industry, institutions, minority groups, social problems, culture, environment, external relations and so on. An international dimension is therefore present in both courses and this dimension is not limited to Europe alone, a wider understanding is necessary. Students on the AEB course are also required to complete two projects on subjects related to the syllabus and clearly there is room for individual studies of matters related to EIU.

AEB also have an American Studies course with similar content material but related to the USA not Europe. LON have a Political Studies course but related to the UK. JMB offer Industrial Studies, and Welfare and Society (Social Administration), both based on UK experience.

At H level, SCO have a Modern Studies course which entails study of Contemporary Britain, Contemporary Europe and the Superpowers (USA, USSR and China), together with an in-depth study of a topic related to Britain, and an international topic selected from the Middle East, Race Relations, and the Third World. Clearly, students on this course benefit from a syllabus which is international in many respects.

At A level, there are fewer courses available in the humanities apart from those referred to in earlier sections. JMB, LON and SUJ all have Classical Studies or Classical Civilization - once again related to Ancient Greece or the Roman Empire. LON also offer Logic.

The CSE Boards have a similar variety of courses. EAN, EMR, MET, SER, SOU, SWE and WME all have syllabuses in Child Care or Parent-craft involving study of marriage, childbirth, child care, etc., clearly and understandably, related to UK practice. EAN, MDS, MET, NWR, WEL, WME and WYL have Classical Studies courses similar to those offered by the GCE Boards.

EAN, SER, SOU, SWE and WME have European Study courses. These are usually general syllabuses similar to those offered by the GCE Boards, although the choices within individual syllabuses limit to some extent the breadth of the subject. The SOU, SWE and WME courses each have a language element which may encourage a bias towards the study of, for example, France, rather than a truly European dimension - projects, diaries, and topic studies are featured in several of these syllabuses.

It is possible that some new syllabuses in the general humanities area would contain an international dimension, indeed several pilot projects, for example, Development Studies, are already under way. However, it must again be stressed Examination Boards are at present limiting work on new GCE or CSE syllabuses until the current 16+ discussions are completed. Short term developments are likely to be limited to modifications of existing syllabuses.

As one would expect all of the questions on AEB's European Studies paper refer directly to Europe. It is of interest to see how many questions relate to Europe's relationship with the rest of the world. In 1979 one of the two alternative compulsory questions was a question requiring interpretation of an article and a map on Europe and the Third World. None of the other eleven questions related directly to beyond Europe, although the questions ranged across numerous topics and to all parts of Europe.

In 1980, one of the alternative compulosry questions was related to

immigration into Europe and was answered by 351 out of the 476 candidates. Of the remaining questions, one had a wider international context and was answered by only 64 of the 461 candidates.

Obviously in this subject the candidate is bound to gain knowledge and understanding of affairs outside Britain. The same is true of students of the American Studies course. One of the five sections of the paper, students must attempt three sections, has an international flavour rather than a purely American one. The Examiners' Report does not give figures for the number of candidates attempting this section.

European Studies is offered by several of the CSE Boards and an examination of the question papers reveals the same variety of questions as with the GCE course from AEB, with occasional questions requiring knowledge of factors outside Europe. The CSE Classical Studies papers of NWR and WYL are similar and apart from Latin and Greek Language and Literature includes questions on the Roman and Greek Worlds.

BUSINESS STUDIES (including Government)

In the field of Government and politics, one would expect numerous examples of the international dimension and of international relationships and organizations. An examination of the GCE courses would therefore prove very disappointing. British Constitution (now called Government and Politics by some Boards) is available at O level from AEB, LON, OX and WEL and each syllabus is strongly biased towards the UK, only touching on international matters where strictly relevant to the UK. This is as true of those now renamed Government and Politics as it is of those more honestly called British Constitution.

The same applies to the Economics courses of AEB, CAM, LON, OX, SCO and WEL, with international matters, e.g. trade, EEC, only being referred to when strictly necessary from a UK point of view. The same applies to the Commerce syllabuses of AEB, CAM, LON, NI, OX, SUJ and WEL. JMB have a combined politics/economics/commerce course along the same UK biased lines. Law offered by AEB, OX and WEL, relates to the UK only.

All Boards except OXCAM offer Accounts and one would not expect to find anything relevant to EIU in this subject. The same applies to the Communications course of JMB, Secretarial Studies from SCO, and probably Business Studies from AEB.

SCO also offer Accounts, Economics, and Secretarial Studies at H level and Secretarial Studies at CSYS.

At O(A) level, the picture is much the same. CAM and OXCAM have British Constitution, and the CAM syllabus does refer to the Commonwealth. The Political Studies course of LON is UK based as is OXCAM's British Economic Organization. The Modern British Economy syllabus from LON does, however, clearly refer to the EEC and to international trade. LON also have a Commercial Studies course and SUJ a course entitled Economics and Public Affairs of the UK.

Thus, little opportunity has been taken at O or O(A) level to include an international dimension to the political syllabuses or, for example, to

include a study of the economic problems of developing countries in the Economics syllabuses.

At A level the position is marginally better. Although JMB and OX have UK orientated courses in Government and Politics (or British Constitution), the courses offered by AEB, CAM, LON, NI and OXCAM have options requiring study of Government in at least one other country. All five include the USA and all except OXCAM cover the USSR. In addition, AEB, LON and OXCAM include France, LON and NI include West Germany, and LON also include Ireland and China. OXCAM also have a section referring to the theory and practice of Government "in the principle States of the modern world". NI also include a Political Thought option. The WEL British Constitution course includes a study of the Commonwealth and of World Government.

All Boards offer Economics but as at O level, the courses are all UK orientated with no requirement to study international economic problems or the economics of other countries. The History option World Affairs Since 1945 may be taken as part of the CAM's A level in Economics and Public Affairs.

Law, where offered, is UK based, although the WEL course refers to the European Convention (and Court) of Human Rights. Several Boards have Business or Secretarial Studies courses and AEB have a Communication course; all are UK based.

There is obviously much scope for an international dimension to be introduced in many of these syllabuses, particularly in Government and Politics, and Economics. Indeed, one would expect such a dimension to be a normal and natural part of these subjects at all levels.

The CSE Boards do not offer the same range of Government and Politics, and Economics courses. SOU have an Economics syllabus which is UK based. EAN have a Social Economics course which includes studies of the EEC and EFTA, and also a Government and Public Affairs syllabus which includes a study of International Organizations. No other Board follows this example.

All CSE Boards have Accounts, Commerce, Office Practice, Shorthand and Typewriting except that MET, SER, SOU and SWE do not offer Shorthand, SWE do not offer Accounts and WYL do not offer Office Practice. As would be expected, none of these courses have an international dimension.

Considerable opportunity exists for the CSE BOards to introduce Politics and Economics courses with an international dimension. However, with the current review and possible reorganization of examinations at 16+ the probability is that no such move will take place.

A look at the question papers of one of the GCE Boards confirms the lack of an international dimension. Within the O level Government and Politics paper examined from the AEB, not one question concerned itself with anything other than the British system and British politics. With such a narrow syllabus this is not surprising yet even within this syllabus it would have been possible to frame questions with a wider international outlook. Only in the Economics paper (Syllabus II, Social Economics) at O level was there a question clearly within an international framework. This question was:

> "(a) How does the UK try to help developing countries?
> (b) Indicate some of the difficulties which arise for

Britain at the present time in its economic relations with the developing countries."

This question is UK orientated but a good answer would presumably need to show knowledge of why developing countries required help. At any event, the Examiners' Report states "In Section (a) the means of help were usually too limited whilst in (b) candidates had little to say, finding any analysis difficult".

The AEB include studies of Government in either the USA, the USSR, or France as part of their A level in Government and Politics. Centres have to advise the Board early if they wish to enter candidates for the Political Institutions - France paper and there being no such paper in the sets of papers examined, I assumed no centre indicated their intention to enter candidates and thus no paper was set. The questions set in the USA and USSR papers are internal. i.e., they do not refer to the external relations of these countries.

Typical questions in this syllabus and the Examiners' comments in the Reports are as follows:

Question: "Outline the different roles of the US President. Do these roles tend to conflict, or to support each other?"

Comment: "Higher marks were gained by those who went beyond an outline of the President's roles to consider how far they might, or might not, support each other."

Question: "What arrangements exist for the recruitment, and for the democratic control, of the federal "civil service?"

Comment: "Few candidates chose this question on the federal civil service, an accepted part of the syllabus, but their answers were often very good."

Question: "What is the position of non-Russian nationalities in the USSR formally and in reality?"

Comment: "The need for reasonably current material was underlined in relation to the question on "non-Russian nationalities". Changes in their status over the years were discussed in the answers awarded high marks."

Question: "Describe the role of the politburo (Praesidium) of the Central Committee of the Communist Party of the Soviet Union."

Comment: "Answers on the politburo were mostly quite satisfactory, though it was not a popular topic."

These questions demonstrate the breadth of the syllabuses (USA and USSR) and some of the problems of candidates studying these options.

The OXCAM A level in Political Studies includes consideration of the USA and in addition there is a Special Paper entitled Theory and Practice of Government. This has questions based on government in a variety of countries For example:

"A constitutional monarchy provides a harmless, because politically impotent, focus for a personality cult, which in Russia, China, and elsewhere has often presented a threat to both "democratic" and "Marxist-Leninist" theories of government. Discuss."

and

> "All democratic constitutions involve the principle of a maximum period of office for Governments. Discuss the reasons for this, in the light of various limits imposed on the terms of office of British, American and French Governments. Is there an ideal period?"

and again:

> "Most States in Africa and Asia lack the social and economic basis for either liberal democracy or the Marxist-Leninist state. Discuss."

Clearly at this level the candidate requires considerable knowledge and understanding of Government systems in a variety of countries and continents.

The Economics papers are all clearly UK orientated. AEB have had one question, Analyse the economic effects of immigration into the United Kingdom, where the Examiners' Report is interesting. It states "most candidates attempted to deal with this question in economic terms but despite their good intentions, there was much emotive/irrational intrusion into their economic analysis. Too often essays were unbalanced giving too much emphasis to the disadvantages of immigration .... ".

The Question papers for other GCE subjects in this area, e.g. Law are very much UK orientated as their syllabuses would indicate. Similarly, all the CSE papers are UK based and none of the extracts for typewriting or shorthand dictation had an international content.

ARTS AND CRAFTS

Bearing in mind the tremendous variety of man's arts and crafts throughout the world, one would expect to find scope for subject matter with an international dimension to be included in various syllabuses. All the Examination Boards have a wide variety of subjects and options in this broad area of the curriculum.

Music is available at O level from all the GCE Boards and from SCO and each syllabus contains theory and practical options, studies of selected works and sometimes the history of music. In each and every case the selected works or the history are related to classical music from Europe (or the USA in modern times). The same applies at O(A) (OX and CAM), H level, and to all the A level syllabueses. It is not apparently possible to study any music other than classical music, or music from any other part of the world.

Jazz, folk music, "pop" music (all varieties) are prohibited, as is the music of Africa, the Far East or anywhere else as part of a GCE course. Considering the influence of much of this music on our lives today, and indeed on modern "classical" music, this omission is surprising.

O level Drama and Ballet (AEB), O(A), Theatre Arts (AEB and CAM) are similarly restricted to Europe. A knowledge and understanding of the dance and drama of other parts of the world, e.g. Africa and Japan, would

probably be of interest to many students. As with many subjects a major prohibiting factor is probably lack of resources and of teachers with the appropriate skills.

All Boards have an Art paper requiring various combinations of still-life, imaginative composition and so forth, and all Boards at O and A level, and SCO at H and CSYS, have a History of Art syllabus, or an option in Art History, or a dissertation which could be in Art History. With only one notable and one minor exception, the syllabus is confined to European Art and/or Architecture. A welcome exception is the A level syllabus of OX where Classical Egyptian and Persian Art receives a mention and one of the option topics in this syllabus is, African Art and its Influence on European Art. The WEL syllabus mentions Egyptian architecture at the beginning of its syllabus but only where modern art is concerned. With most Boards it is only with the dissertation that a student may have the opportunity to develop an interest in Art outside Europe, and many will no doubt be discouraged rather than encouraged to do so.

In all craft areas, the situation is similar. With very few exceptions, the theory and history section of courses in Lettering, Printmaking, Ceramics, Sculpture, Weaving, Fabric-printing, Needlework, Fashion, Dress, Batik, Textiles, Embroidery, Graphics, Design, Design for Theatre, Puppetry, Photography, Bookbinding, Calligraphy and Engraving are concerned only with UK and occasionally European examples. There are, however, a few exceptions. OX refer to the Far East and Islam in their Ceramics syllabus. At A level JMB refer to Japan (Printmaking), China (Ceramics), the Near and Far East (Weaving) and the Far East (Fabric printing). With these few exceptions the crafts of the world outside Europe are ignored.

At GCE level the picture is, therefore, bleak for supporters of EIU, There is very littly opportunity for students to learn or understand anything of the arts, music, or crafts of cultures other than those of Europe.

As far as the CSE is concerned, the picture is similar for the drama, dance, fashion, needlework, embroidery, photography, design and film syllabuses.

In Art (Arts and Crafts), the CSE Boards, except WEL, give no specific syllabus, although there are notes for guidance, the students usually working in whatever medium they wish, with coursework forming part of the examination. A final examination is also set, the question(s) usually being known in advance. These syllabuses may not therefore rule out the possibility of a student who so wishes to work in a particular medium in a non-European style or presenting coursework relating to a non-European style or subject. This is probably a rare occurrence.

In music, two syllabuses, EMR and NWR, mention Jazz and ALS refer to "Blues" and "Brass Bands". The MET course requires a study of topics one of which must be chosen from: Twentieth Century Classical Music, Dance Music (including that of Africa, the Orient and the West Indies), Jazz, or Popular Music.

Thus, there is probably slightly wider scope to include a truly international dimension in some of the CSE Boards' syllabuses compared to the GCE syllabuses which are surprisingly negative in this repsect.

None of the O level Music question papers examined revealed any question which related to other than European classical composers.

In the imaginative composition papers, OXCAM requires candidates to make a picture of one of several themes. The medium and style to be used are not stated and titles such as "The Far North" and "Archaeologists in a semi-desert landscape unearth a vast statue" might at least allow the candidates international imagination to be stirred. The Design paper from the same Board has the following question which specifically refers to non-European possibilities:

> "An emergent African state chooses to have a monarchy. It requires a Crown, an Orb and a Sceptre. Design these and specify the materials to be used. (The design need not be too close to European examples)."

The question papers of the various craft subjects at O level with the AEB have no specifically international flavour. Neither have any of the History of Art, or Art and Environment question papers of any Board. The same applies to Ballet and O(A) Theatre Arts.

The A level Music examinations relate, as one would expect from the syllabuses, to European classical music only. None of OXCAM's papers at this level in Art, History of Art, or Crafts, nor any of AEB's papers refer to anywhere outside Europe, except for the USA in Modern Art papers.

Thus, as they must, the papers reflect the syllabuses. One can only reiterate the comment that in art there is much to be learnt from non-European examples, and there exists a clear need to introduce this element into the syllabuses.

Examination of the final question papers in Art and Crafts from the CSE Boards reveals no final assessment requiring a definite international dimension, although many of the designs or themes could be given an international flavour by an individual student.

MATHEMATICS, SCIENCES AND TECHNICAL SUBJECTS

In these subjects one would imagine that opportunities to introduce themes related to EIU are very few, and indeed, in certain subjects it would be impossible to do so without considerable distortion of the recognized subject material.

In Mathematics, Physics, Chemistry, Statistics, Computer Science, Engineering Science, Electronics, Astronomy, and probably Geology, it would be difficult to introduce an EIU element and no Board at any level attempts to do so.

However, it is widely recognized that many international problems relate directly to the environment or to relationships between man and nature. Thus in Biology, Human Biology, Zoology, Botany, Environmental Studies, and General Science topics concerned with the world environment, for example, problems of food supply on a world basis, or world health, of pollution, and of conservation could be included. Few Boards make any effort to include these topics and it must be agreed that they are far removed from the traditional approach to sciences.

In Human Biology syllabuses, racial characteristics are not included and there being no Anthropology syllabus, this would be the subject most likely to include a study of the biological characteristics of different races which might, in the long run, produce greater understanding and tolerance of other races.

Similarly, neither of the Psychology syllabuses (AEB A level and JMB O(A) level) refer to the psychology of race directly, although "prejudice" is mentioned with the AEB syllabus, as are differing cultures.

Only SCO and CAM have syllabuses particularly stressing the international dimension to, for example, world health. Indeed, CAM have an interesting A level in Social Biology which includes studies, not only of traditional Human Biology, but also sections on Social Behaviour and Human Ecology, and it would appear from the syllabus that international examples of social organizations, social problems, world health, food supply, famine and disease, pollution and conservation can all be studied.

In Domestic Science/Home Economics, and Food and Nutrition syllabuses at all levels study is confined to UK examples, no attempt being made to study the traditional diet of immigrants to this country.

Certain minority sciences require the student to look outside the UK. Although the JMB O(A) Archaeology syllabus is confined to general principles and to Roman Britain, the optional topics in the LON syllabus range from Early Man in Africa to The Sumarians. The CAM syllabus at A level includes a broad history of Western Asia and Europe.

At CSE level, the same general observations apply. Thus, although all Boards except WYL offer Human Biology, the international dimension to disease, health, and population is referred to only by ALS, EMR, NOR, NWR, SER, SOU and YOR. In Environmental Science the syllabuses of EAN, EMR, and MET all refer to international problems, e.g. health.

With technical subjects, unless the syllabuses are deliberately expanded to include the history of the subject or its application in other countries, there is little room for any relevant material to be incorporated. This applies to the Metalwork, Woodwork, Technical Drawing, Surveying, Navigation, Seamanship, Engineering Workshop Theory, Building Construction, Applied Technology, Applied Mechanics, and Motor Vehicle Mechanics syllabuses offered by various Boards at various levels.

In general the science and technical subjects require a high level of factual knowledge and understanding. Their impact on society and, in particular, on the relationships between societies is omitted. Whether it is felt that this aspect is of no relevance to students or whether it is felt that this material, i.e. the impact on societies of world food supply problems, is best left to humanties subjects is unknown. However, if the latter, we have seen just how little is being included in humanities syllabuses.

As one would expect questions with an international dimension are few and far between, and from the sample question papers examined few were indeed evident.

At O level no questions with a direct and obvious international dimension were set in the year studied for AEB and OXCAM. At O(A) level, the AEB syllabus in Environmental Science had several relevant questions. For

example, from the multiple-choice paper:

> "Name two nomadic peoples and for ONE of them give a good reason why they have to wander in order to survive."

and

> "State how the activities of man may have caused the dust bowl of Colorado and the increase of the Sahara desert in area."

Of the A level syllabuses examined four questions from the AEB Psychology syllabus could have been answered using international or cross-cultural examples. These four questions are:

(i) "Discuss some of the ways in which social or cultural differences can affect perception."

(ii) "Describe some of the main problems that arise in studying personality across different cultures."

(iii) "What has been learnt about intelligence from studies involving comparison between cultures?"

(iv) "What evidence is available that can help us to understand the formation of prejudices?"

The Examiners' Report reveals that the first of these resulted in a "small number of really good examples". The second of these questions was rarely attempted, and no one appeared to be at all familiar with the problems involved". The third was similarly "not frequently answered, and then poorly", the fourth was "another popular question, but answers on the whole were very short of evidence. Some relied more-or-less on hearsay and personal belief". It appears from these reports that this type of question is unpopular, perhaps because it is not well answered by the centres offering candidates. It appears that candidates answering the prejudice questions were influenced by their own prejudices.

At CSE level the picture is much the same. The Environmental Science question paper examined of the NWB can be answered from UK experience, but their Human Biology paper contains a question accompanied by a photograph as follows:

> "Photograph A on insert 1 shows part of a waterlogged refugee camp containing thousands of destitute families. If the World Health Organization took over this camp their workers would try to provide: a supply of pure water, an efficient method of sewerage disposal; a high protein diet; and improved standard of drainage and shelter. Consider each of these in turn and explain ...."

This question is interesting not because it requires any knowledge of international affairs or problems, but because it is an example of how an international setting can be used to ask for other knowledge, in this case, questions concerning water supply and health.

None of the WYL papers examined carried questions with an international dimension.

The whole of the mathematics, science, technical subjects area is one where one could expect a lack of international dimension, except in the few subjects referred to. Environmental Science, Human Biology, General

Science, and Psychology are perhaps the four areas most likely to contain such a dimension, although other subjects could make use of international examples to test other knowledge as with the NWB question discussed.

INTERNATIONAL BACCALAUREATE

The IB is included as a separate examination scheme for analysis as the students on the course are required to select from certain combinations of subject options in order to form a unified course.

Basically a student studies six subjects, three at what is called higher level and three at subsidiary level. The six subjects must be made up of:

(i) Language A (usually the mother tongue)

(ii) Language B

(iii) Study of Man: One subject from history, geography, economics philosophy, psychology, social anthropology.

(iv) Experimental Science: One subject from biology, physics, chemistry, physical science, scientific studies.

(v) Mathematics.

(vi) One of the following: Art or Music, a third language, a second subject from Study of Man or Experimental Science, further mathematics, or a syllabus submitted by the school.

In addition, each candidate must submit an extended essay in one of the subjects he/she offers and must have followed a common course in the Theory of Knowledge and engaged satisfactorily in an artistic, creative or social service activity.

There is a considerable international dimension in most of the individual subject syllabuses.

For Language A, students must include study of literary works not only by authors from their own country but also a World literature in the translation section. Students are required to study works chosen from at least two continents and from two language areas. The syllabus also states that texts should be drawn from a different culture from that represented by the culture of the rest of the syllabus.

Language B, usually a foreign language, requires, in addition to the normal requirements of a language course, that the candidate develop his knowledge of the life and civilization of the country whose language he is studying. Students are required to complete two or three aspects of a particularly topic depending on whether they are studying at higher or subsidiary level. The requirements are broadly similar for classical languages, i.e. some literature and an understanding of Roman or Greek culture as well as the normal language studies. The syllabus also states that "the course in Latin is treated in the light of its relevance to the modern world rather than as an isolated subject".

The History syllabus has a compulsory Contemporary World History section at higher level and this section also forms the subsidiary syllabus. This section contains ten topics, four of which are examined each year in the context of twentieth century world history. The topics for 1981 are:

(i) The causes, practices and effects of wars.

(ii) The establishment and work of international organizations.

(iii) Religion and politics - e.g. the influence of Islam, Judaism, religious differences in India, Christian democracy in Europe.

(iv) Social and economic problems of developing areas.

The other six topics are equally relevant to an understanding of the contemporary world. In addition, at Higher Level, candidates select to study the history, either since the mid-eighteenth century or since the late nineteenth century, of one of the following areas: Africa, America, Western Asia (including Pakistan), Eastern Asia (including India and Australasia), or Europe. The syllabus recognizes that "of course, no area can be studied in isolation".

The aims of the Geography course include, "to foster an understanding of varying cultural patterns and the inter-relationships between them, and the syllabus further makes the point that "geography can contribute much to international understanding". The Higher Level syllabus requires a comparative study of two contrasting regions in order that "a wider range of understanding can be achieved by each student". The study is to be based on physical, regional, and quantative geography. Subsidiary Level includes studies of population, environment, cultural differences, spatial interaction, and world problems and international agencies.

The Economics syllabus includes international prices and terms of trade and international economic organizations, and the aims of the course include: "to enable (the student) to compare his own economic structure with that of other areas in the world".

The Philosophy paper, as one would expect, has limited international content but nevertheless includes study of a theme, e.g. art, ecology, the nature of the world.

Psychology and Social Anthropology are more open-ended although the latter syllabus includes a variety of topics where examples from many countries would be extremely relevant.

Science subjects of course have the same type of content as the GCE and CSE syllabuses with very little of an international nature. Population and health problems appear in the Biology syllabus. Music includes contemporary music, and in Art each centre must undertake a theoretical study of one of five options including: The use of animals for decorative purposes; Religious architecture in the twentieth century; and The relationship of artist to society.

Finally, schools may submit their own syllabus for one subject and there is obviously endless scope to include topics relation to EIU in these syllabuses. The Theory of Knowledge syllabus is a compulsory course which attempts to put the remainder of the course in perspective.

Overall, it is therefore impossible for a student to complete an IB

Diploma without becoming aware of the nature of international problems and of the nature of the social, political, economic, and cultural differences within mankind and the reasons for them.

CONCLUSIONS

With current discussions on the future of GCE and CSE examinations in mind the Examining Boards have limited the amount of development work being undertaken on both existing and new syllabuses in recent years. As one Board put it, "the usual programme of development work in syllabuses has been rather sparse of late because of uncertainty about the future of O and A level examinations". Nevertheless, minor amendments have been made to several syllabuses and certain replacement syllabuses in relevant subjects introduced, e.g. JMB and OXCAM A Geography and AEB O History.

It does seem therefore that most of the syllabuses analyzed will remain unaltered for several years or until the final introduction of common examinations.

Comments have been made in each section on the extent of the international dimension but a few general conclusions can be suggested.

Much of the evidence suggests that the Examining Boards have done very little towards the incorporation into their syllabuses of an international dimension. Geography is an exception but in many other subjects where we would expect to find this dimension, it is rarely included. This applies particularly to History (with the GCE Boards), Religious Studies, Government and Politics, and the Social Sciences. In other areas, such as the Arts, where some international dimension might be expected, what there is is limited to our own culture. Indeed, had a narrower definition of EIU been used, there would have been very little to report.

Even where there is an international dimension, the syllabuses rarely give guidance, even in the aims and objectives, on the interpretation or approach to be adopted. This is very much left to the teacher. Several of the IB syllabuses are exceptions to this with "understanding" well to the fore. The examination papers also demonstrate that examiners are frequently seeking factual knowledge and interpretation rather than responses to and understanding of international issues. This is perhaps to be expexted at O and CSE levels, but might be reviewed at A level. It would also appear from the Examiners' Reports that the "international" options and syllabuses are not the most popular, and on open papers the "international" questions are tackled less frequently by candidates.

Nevertheless, before condemning the Examining Boards for not introducing a greater international content into their syllabuses, and schools for not using those syllabuses which do exist, several factors need to be considered.

Traditional syllabus content is demanded for very good reasons. Resources will have been provided in these areas and suitably trained teachers employed; and pupils will probably have some background knowledge from earlier studies. To incorporate new elements into the curriculum would mean the retraining of teachers, the development of suitable training

methods, expenditure on resources, and a change in attitudes and priorities by teacher education authorities and by individual teachers, pupils and parents. Examining Boards will not provide a syllabus which nobody wants, and for which there are no resources or trained teachers.

This study has come at a time of possible change in the examination structure in secondary education. The decisions made in the next few years and the syllabus developments which take place are likely to remain significant for a considerable time in the future. It is an opportunity to ensure that our future citizens have an awareness and understanding of the international nature of human activity. If individuals and organizations with an interest and influence in education believe that Education for International Understanding should be an important dimension of school curricula then there needs to be a concerted effort to persuade Government, Local Authorities, teachers, educational publishers and parents of this need.

In this attempt, the role of a body such as the recently established Standing Conference on Education for International Understanding will be of particular importance.